



High School Forum Newsletter

The first annual Montana Behavioral Initiative (MBI) High School Forum was amazing! We thank all 77 participants from 18 different schools (all divisions AA = 3, A = 3, B = 5, C = 7) who joined us in welcoming Kevin Aten to Montana. Kevin's evaluation confirmed our hopes that he met the needs of our high schools. For more information check out Kevin's Web site at ateneducation.com.

Mickey Corso—Heroes, One of 8 Conditions

On day two of the Forum Mickey Corso, Chief Academic Officer at the Quaglia Institute for Student Aspirations, focused on best practices around developing **8 Conditions** that need to be in place if students are to strive for, and fulfill, their academic, personal and social promise.

These **8 Conditions** are **Belonging, Heroes, Sense of Accomplishment, Fun & Excite-**

ment, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action.

The Lance Armstrong article has been included as an example of a current and timely **Heroes** lesson.

To learn more about *Student Aspirations* visit the Quaglia Institute for Student Aspiration @ www.qisa.org. To learn more about taking the My Voice Surveys (Student,

Staff and Parent) or the iKnow My Class survey, contact Steve York at svork@mt.gov or 406-444-4434.

To get a Montana administrator's perspective, see An Educator Speaks Out, Q&A with Jason Wirt, Principal, Corvallis High School in Corvallis, MT, on page 5 of *Aspirations in Action*, the newsletter from Quaglia Institute for Student Aspirations, January 2013. You can find the newsletter at <http://www.qisa.org/newsletter/archives.jsp>.

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Lance Armstrong, King of Relational Aggression

GAPRA Newsletter, January 21, 2013

By Jane Balvanz, MSE, RPT Professional School Counselor

Bullying strategists Jane Balvanz and Blair Wagner publish GAPRA's bi-weekly articles. If you're ready to guide children in grades K – 12 through painful friendships and emotional bullying: For help with emotional bullying: www.GAPRAconnect.com For the When Girls Hurt Girls® program: www.AWayThrough.com

The prelude to Lance's

"coming out" party with Oprah started with an onslaught of articles discussing his preponderance on telling the truth about doping. It was like a promise ring before the engagement ring. I thought this method of coming clean quite curious, yet it was excellent marketing.

One article in particular

made me sit up straight and shout, "Holy smoke! Not only has this guy lied and cheated, but he also used doping and **relational aggression** to push, peddle, and pound his way to the top! He's nothing but a bully!" My thoughts were confirmed when Oprah later asked him, "Were you a bully?" Affirmative.

And, it was so calm the way he answered. He said he would

Heroes are the everyday people—teachers, friends, family—in students' lives who inspire them to excel and to make positive changes in attitudes and lifestyles.

Heroes are those a student can connect with, those who have a positive influence, and who listen to and value his or her ideas. Heroes build trust in others and belief in oneself.

As a teacher, you can be a **hero to your students**.

They can look up to you as someone to learn from and communicate with about many things. **Building relationships** with your students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.

- *Aspirations in Action*, January, 2013

Lance Armstrong/ from p. 1

- A movie director was shooting *Mean Girls 2*. His leading starlet was having difficulty projecting the haughty ruthlessness he assumed came naturally to teenage girls. He turned to his assistant and said, "She needs some motivation for this part! Who can I get to coach her to emote the savage brutality girls use to threaten and intimidate each other? I'm thinking ruined reputations! I'm thinking emotional evisceration!" The assistant answered, "Sir, have you considered Lance Armstrong?"

**HEROES**

Having someone who believes in you and is there when you need them.

apologize. He had apologized to some. Would this be enough? Let's examine the wreckage.

1. Betsy Andreu, wife of cyclist Frankie Andreu, in 1996 overheard Armstrong tell a physician that he had used performance-enhancing drugs. This took place in Armstrong's hospital room when he was battling cancer. It was assumed that those in the room would adhere to a code of silence. Betsy did not, though. Under deposition, she told what she knew years later. It didn't turn out well for her. Andreu told Sports Illustrated writer Austin Murphy the following:

I was painted as bitter, jealous, vindictive. Reporters would use those words, and I wouldn't be called for a rebuttal.

Then, down in the comments section, readers would just be going off on me. And the people who employed Frankie would see it, and it would reflect badly on him. The sentiment from the teams that hired him was, "This publicity is not

good for the sport. Why can't she just be quiet?"

2. Frankie Andreu, former team member of Armstrong, admitted to doping in 1999. He rode the Tour de France clean in 2000. This wasn't well taken by Johan Bruyneel, the team director. He chided Frankie for not being strong enough, while Armstrong told him to get serious. Since Frankie refused to dope, he was fired from the team. Formerly Lance's friend, Frankie had this to say:

I'll never be able to know what phone calls he made. I'm sure I didn't get jobs, and lost jobs. I can't pinpoint Lance as the reason why I didn't get this, this, this, and this... but he has influence.

3. Mike Anderson, Armstrong's former assistant and bike mechanic, fell out of grace and for years was shunned and vilified by his former boss. He had this to say:

He gave me the firm, hard push and a shove. Made my life very, very unpleasant. It was an embarrassment for me and my family to be portrayed as li-

ars, to be called a disgruntled employee, implying there was some impropriety on my part. It just hurt. It was completely uncalled for.

Cocooning Popularity

Lance trashed so many more reputations on the way to the top. If you were in, you played the game while looking the other way. That, or you didn't look. If you were first in and then out, you were dangerous. You knew. One way or another, you had to be destroyed, because you could damage the cocoon that wraps the dream inside.

And, don't we cocoon popularity? If we're part of it, we like to wrap it up nice and tight and be one of the insiders. It's heady to be part of a winning team. Whether we're 9 or 99, we like to run with the cool kids. The race can change us, though, if we choose to lose sight of who we are.

"If relational aggression is life altering for adults, what chances do kids have against it?"

Follow up this article with **"Lance as a Lesson"** on page 5.

Monograph on SWPBS (SWMBI) Implementation In High Schools Current Practices and Future Directions

K. Brigid Flannery and George Sugai

Based on the success of a May 2004 forum, the Technical Assistance Center conducted a second forum on high school SWPBS (SWMBI) implementation in the summer of 2009 in Naperville, Illinois. The purpose of the forum was to bring together a small number of high schools that have been identified as successful implementers of SWPBS (SWMBI). This monograph provides a description and summary of the implementation efforts of SWPBS (SWMBI) practices and systems in these high schools (9-12th grade) with an emphasis on shaping future demonstration and research projects, and giving high school implementers guidance on promising practices and systems. *The entire monograph is currently posted on our MBI/OPI web site for your easy access.* (<http://www.opi.mt.gov/Programs/SchoolPrograms/MBI/index.html>)

Topics addressed within the monograph include:

1. Administrative Roles and Func-

tions in PBIS (MBI) High Schools

2. Establishing and Maintaining Staff Participation in PBIS (MBI) High Schools

3. Curriculum in PBIS (MBI) High Schools

4. Data-Based Decision Making in PBIS (MBI) High Schools *including the following critical questions:*

a. Is there a need to adopt SWPBS (SWMBI) in our school?

1. What are the student behavior patterns that indicate we should invest in a school-wide effort to improve positive behavior support?

2. What elements of SWPBS (SWMBI) are already in place?

3. Will the SWPBS (SWMBI) team receive district-level administrative support needed to implement SWPBS (SWMBI) with high fidelity

and sustainability?

These questions are followed with a Case Study presentation from Fruita Monument High School.

b. Is SWPBIS (SWMBI) being implemented with sufficient fidelity to affect student behavior?

c. Is student behavior improving?

This question is followed with a Case Study presentation from Somersworth High School and a Case Study from Foreman High School.

d. How does a high school implementing SWPBIS (SWMBI) achieve sustained implementation when on-going adaptations and uncertainty are so prevalent?

Round Table

On Tuesday morning participants had an opportunity to choose three 15-minute mini-sessions from selections of 16 high interest high school topics and programs. The round tables were very well received with active and lively discussions.

The Check & Connect Round Table received many requests for a formal training session. Plans are in place to

have a Check & Connect Podcast Training with a workbook available for your access before school starts in the fall. Watch for more information as to the Podcasts location and opening date. It is our hope that this training format will meet the needs of all participants by allowing you to take the training at the most convenient time for your school.

The Self-Assessment for Check & Connect document included in this newsletter is an example of the types of forms that you can expect to find in the training workbook. See page 4.

Self-Assessment for Check & Connect

Assessing Implementation of core components and elements			Rating			
Components	Elements	Description	1 Not happen- ing here.	2 Plans are in place to imple- ment this, but it has not begun.	3 This is beginning to be imple- mented.	4 This is in place and we have evidence that it occurs.
Mentor	Relationship-Building	Relationships with students and families are based in mutual trust and open communication and focused on promoting students' educational success.				
	Long-term Commitment	Mentors make a two-year commitment to students and families which may involve following highly mobile youth and families from school to school and program to program within the district.				
	Persistence-Plus	The mentor is a persistent source of academic motivation, familiar with the youth and family (continuity), and provides the message that "education is important for your future" (consistency).				
Check	Systematic Monitoring	Students' school adjustment, behavior, and educational progress are monitored weekly.				
	Focus on Alterable Variables	Data on indicators of disengagement (attendance, grades, behavior) that can be readily altered are collected and available to mentors.				
Connect	Problem Solving	A cognitive-behavioral approach is used to promote the acquisition of skills to resolve conflict constructively and encourage the search for solutions rather than a source of blame.				
	Capacity Building	Mentors foster productive coping, self-regulation, self-advocacy skills, and social and academic competencies, and diminish dependency on the mentor.				
	Personalized, Data-based Intervention	Timely interventions, driven by data, are implemented to re-establish and maintain the student's connection to school and learning.				
	Promoting Participating and Affiliation with School	Mentors facilitate student access to and active participation in school-related activities and events, and promote students' identity as learners.				
Engagement with Families	Connect, Partner, and Engage with Parents	The mentor engages with parents and strives to foster the parents' active participation with their child's education. Mentors work to establish a relationship and a routine communication system with families.				

Monograph/ from p. 3

1. What role do data play in terms of helping SWPBIS (SWMBI) team members and other stakeholders generate creative solutions to complex problems?

This question is followed with a Case Study presentation from Triton High School.

2. How do successful SWPBIS (SWMBI) High Schools proactively leverage their resources to successfully get information “into the right hands at the right time”?

5. Secondary and Tertiary Tier Supports in PBIS (MBI) High Schools

- From the Center on Positive Behavioral Interventions and Supports

“Consequences are not interventions.”

- Bob Stevens, School district PBIS Coordinator, Charleston County, SC

Lance as a Lesson/ from p. 2

Use the example of Lance Armstrong’s rise and fall as a tool to teach about relational aggression. Help them examine what makes up a hero. Lance started out as a man with a dream. He was focused, dedicated, and kept his eye on the prize. He beat cancer. He beat the other cyclists. Then he lost his way.

Armstrong pulled off an international coup for a decade or more while mowing down anyone in his path. He used relational aggression all the way—character assassinations, rumors, threats, backstabbing, crazy making, intimidation, and many cases of “bad memory.” He lied repeatedly. He ostracized those who could tarnish his trophies.

Take this example and use it to draw parallels to experiences in your students’ lives. Ask provoking questions.

Who is popular in your school?

What does “popular” mean to you?

To be popular, what do you have to do?

What would you do to be popular?

What would you never do to be popular?

What is a hero?

Who is your hero? Why?

What decisions did Lance make that were helpful?

What decisions did Lance make that were harmful?

How was Lance a bully?

Could you forgive Lance? Why or Why not?

HS Forum Tools to Review

- 3-2-1 Reflection Forms
- School Graphic Organizer (Kevin Aten)
- Culture Graphic Organizer (Kevin Aten)
- Round Table Documents
- Classroom Consequences
- Increasing Motivation and Opportunities to Succeed



Montana Behavioral Initiative and Graduation Matters

Working together to keep children and youth engaged, safe, and graduate!

**2013 MBI
Summer Institute
June 17-21, 2013**

Electronic Registration Opens March 18

<http://www.montana.edu/cs/conferences/MBI/>

